

| Kindergarten | Grade One | Grade Two | Grade Three | Grade Four | Grade Five | Grade Six | Grade Seven | Grade Eight |
|---|--|--|--|--|------------|--|---|-------------|
| ___ I can compare and contrast living and nonliving things. | ___ I can observe and group plants by one characteristic; color, size, shape, or structure. | ___ I can describe life cycles of insects that have complete and not complete metamorphosis. | ___ I can classify whether animals are vertebrates or invertebrates. | ___ I can identify the systems of the human body. | | ___ I can tell what cells are. | ___ I can list the characteristics all living things share. | |
| ___ I can put living things into groups of plants, animals, and people. | ___ I can observe and group animals by one characteristics; body coverings, movmement, home, or by what it eats. | ___ I can observe and describe some features animals have that allow them to live in specific environments. | ___ I can name these common vertebrates and an animal found in each category.- fish, bird, mammal, reptile, amphibian. | ___ I can define the purpose of each system. | | ___ I can explain how the invention of the microscope contributed to scientists' understanding of living things. | ___ I can explain where living things come from. | |
| ___ I can observe and tell about trees and animals using the five senses. | ___ I can tell that animals need air, water, food, and space. | ___ I can explain that organisms interact with one another in various ways besides providing food. | ___ I can explain that changes in a habitat can be beneficial or harmful to an organism. | ___ I can explain how germs enter the body and cause disease. | | ___ I can state the cell theory. | ___ I can identify what all living things need to survive. | |
| | ___ I know plants need air, water, nutrients, and light. | ___ I can show that people need water, food, air, waste, removal, and a particular range of temperature in their environment, just like other animals. | ___ I can describe the parts of plants and mammals that help in growth, survival, and reproduction. | ___ I can list the ways the body can defend itself against germs. | | ___ I can describe how microscopes produce magnified images. | ___ I can tell why biologists classify organisms. | |
| | ___ I know that diseases caused by germs can be spread from person to person. | | ___ I can explain that plants have different structures than animals that serve the same necessary functions in growth, suvival, and reproduction. | ___ I can explain the difference between infectious and non-infectious diseases. | | ___ I can identify the role of the cell wall and the cell membrane in cells. | ___ I can relate the levels of organisms to the relationships between organisms. | |
| | ___ I can reduce germs by my behavior. | | ___ I can observe and differentiate between characteristics of organisms that are inherited and characteristics that are acquired. | ___ I can list examples of infectious and non-infectious diseases. | | ___ I can describe the functions of cell organelles. | ___ I can explain how taxonomic keys are useful. | |
| | | | ___ I can identify similarities and differences between parent and offspring. | ___ I can list things that I can do to stay healthy. | | ___ I can explain how cells are organized in many-celled organisms. | ___ I can explain the relationship between evolution and classification. | |
| | | | | | | ___ I can tell how bacterial cells differ from plant and animal cells. | ___ I can list characteristics used to classify organisms. | |
| | | | | | | ___ I can define elements and compounds. | ___ I can contrast bacteria and archea. | |
| | | | | | | ___ I can identify the four main kinds of organic compounds in living things. | ___ I can name the kingdoms within Eukarya. | |
| | | | | | | ___ I can explain how water is important to the function of cells. | ___ I can contrast the atmosphere of early Earth with today's atmosphere. | |
| | | | | | | ___ I can describe how most small molecules cross the cell membrane. | ___ I can describe the characteristics of animal-like protists and give examples. | |
| | | | | | | ___ I can explain why osmosis is important to cells. | ___ I can describe the characteristics of plantlike protists and give examples. | |
| | | | | | | ___ I can tell the difference between passive transport and active transport. | ___ I can describe the characteristics of funguslike protists and give examples. | |
| | | | | | | ___ I can explain how the sun supplies living things with the energy they need. | ___ I can describe the causes and effects of red tides. | |

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| | | | | | | ___ I can describe what happens during the process of photosynthesis. | ___ I can describe the causes and effects of eutrophication. | |
| | | | | | | ___ I can describe the events that occur during respiration. | ___ I can name the characteristics fungi share. | |
| | | | | | | ___ I can tell what fermentation is. | ___ I can explain how fungi reproduce. | |
| | | | | | | ___ I can identify the events that take place during the three stages of the cell cycle. | ___ I can describe the roles fungi play in nature. | |
| | | | | | | ___ I can explain how the structure of DNA helps account for the way in which DNA copies itself. | ___ I can identify the characteristics all plants share. | |
| | | | | | | ___ I can identify how mutations can affect an organism. | ___ I can name all the things that a plant needs to live successfully on land. | |
| | | | | | | ___ I can explain how cancer is related to the cell cycle. | ___ I can compare vascular and nonvascular plants. | |
| | | | | | | ___ I can describe how cancer can be treated and prevented. | ___ I can describe the stages of a plant's life cycle. | |
| | | | | | | ___ I can describe the results of Mendel's experiments. | ___ I can explain what happens when light strikes a green leaf. | |
| | | | | | | ___ I can identify what controls the inheritance of traits in organisms. | ___ I can describe the overall process of photosynthesis. | |
| | | | | | | ___ I can define probability and describe how it helps explain the results of genetic crosses. | ___ I can name some nonvascular plants and list the characteristics they share. | |
| | | | | | | ___ I can explain what is meant by genotype and phenotype. | ___ I can describe the structure of a moss plant. | |
| | | | | | | ___ I can tell what codominance is. | ___ I can name some seedless vascular plants and list the characteristics they share. | |
| | | | | | | ___ I can describe the role chromosomes play in inheritance. | ___ I can describe the structure of a fern plant and how it reproduces. | |
| | | | | | | ___ I can identify the events that occur during meiosis. | ___ I can identify the characteristics that seed plants share. | |
| | | | | | | ___ I can explain the relationship between chromosomes and genes. | ___ I can explain how seeds become new plants. | |
| | | | | | | ___ I can identify some patterns of inheritance in humans. | ___ I can describe the functions of roots, stems, and leaves. | |
| | | | | | | ___ I can describe the functions of the sex chromosomes. | ___ I can identify the characteristics of gymnosperms. | |
| | | | | | | ___ I can explain the relationship between genes and the environment. | ___ I can describe how gymnosperms reproduce. | |
| | | | | | | ___ I can identify two major causes of genetic disorders in humans. | ___ I can list important products from gymnosperms. | |

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| | | | | | | ___ I can explain how geneticists trace the inheritance of traits. | ___ I can describe the characteristics shared by angiosperms. | |
| | | | | | | ___ I can describe how genetic disorders are diagnosed and treated. | ___ I can state the function of an angiosperm's flowers. | |
| | | | | | | ___ I can describe three ways of producing organisms with desired traits. | ___ I can explain how angiosperms reproduce. | |
| | | | | | | ___ I can state the goal of the Human Genome Project. | ___ I can tell how monocots differ from dicots. | |
| | | | | | | | ___ I can identify three stimuli that produce plant responses. | |
| | | | | | | | ___ I can describe how plants respond to seasonal changes. | |
| | | | | | | | ___ I can state how long different angiosperms live. | |
| | | | | | | | ___ I can identify technologies that may help farmers produce more crops. | |
| | | | | | | | ___ I can describe levels of organization in animal bodies. | |
| | | | | | | | ___ I can identify four functions that enable animals to meet their basic needs. | |
| | | | | | | | ___ I can explain how animals are classified. | |
| | | | | | | | ___ I can define symmetry. | |
| | | | | | | | ___ I can infer general characteristics of an animal based on its symmetry. | |
| | | | | | | | ___ I can identify the characteristics of sponges. | |
| | | | | | | | ___ I can describe the characteristics of cnidarians. | |
| | | | | | | | ___ I can explain the importance of coral reefs. | |
| | | | | | | | ___ I can identify the three main phyla of worms. | |
| | | | | | | | ___ I can describe the characteristics of each worm phylum. | |
| | | | | | | | ___ I can identify the main characteristics of mollusks. | |
| | | | | | | | ___ I can describe the major groups of mollusks and tell how they differ. | |
| | | | | | | | ___ I can identify four major groups of arthropods and the main characteristics of arthropods. | |

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| | | | | | | | ___ I can describe how crustaceans, arachnids, and centipedes and millipedes differ. | |
| | | | | | | | ___ I can identify the main characteristics of insects. | |
| | | | | | | | ___ I can explain how insects are adapted to obtain food. | |
| | | | | | | | ___ I can name the two types of metamorphosis found in insects. | |
| | | | | | | | ___ I can explain why insects are important in food chains. | |
| | | | | | | | ___ I can name two other ways insects interact with their environments. | |
| | | | | | | | ___ I can describe some methods used to control pest insects. | |
| | | | | | | | ___ I can list the main characteristics of echinoderms. | |
| | | | | | | | ___ I can name the major groups of echinoderms. | |
| | | | | | | | ___ I can name the characteristics that chordates share. | |
| | | | | | | | ___ I can describe the main characteristics shared by all vertebrates. | |
| | | | | | | | ___ I can describe how vertebrates differ in the way they control body temperature. | |
| | | | | | | | ___ I can name the main characteristics of fishes. | |
| | | | | | | | ___ I can name the major groups of fishes and describe how they differ. | |
| | | | | | | | ___ I can describe amphibian characteristics. | |
| | | | | | | | ___ I can examine how adult amphibians are adapted for life on land. | |
| | | | | | | | ___ I can identify adaptations that allow reptiles to live on land. | |
| | | | | | | | ___ I can contrast the characteristics of each of the three main groups of reptiles. | |
| | | | | | | | ___ I can describe one adaptation that helped dinosaurs survive before they became extinct. | |
| | | | | | | | ___ I can identify the kind of rock in which fossils are frequently found. | |
| | | | | | | | ___ I can describe what scientists can learn from studying fossils. | |
| | | | | | | | ___ I can identify the common characteristics of birds. | |

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| | | | | | | | ___ I can explain how birds are adapted to their environments. | |
| | | | | | | | ___ I can explain how a bird is able to fly. | |
| | | | | | | | ___ I can identify three types of flight birds use. | |
| | | | | | | | ___ I can describe the characteristics common to all mammals. | |
| | | | | | | | ___ I can list the three main groups of mammals. | |
| | | | | | | | ___ I can identify the levels of organization in the body. | |
| | | | | | | | ___ I can define homeostasis. | |
| | | | | | | | ___ I can identify the functions of the skeleton. | |
| | | | | | | | ___ I can explain the role the joints play in the body. | |
| | | | | | | | ___ I can describe the characteristics of bone and how to keep bones strong and healthy. | |
| | | | | | | | ___ I can describe some injuries of the skeletal system and how they can be identified. | |
| | | | | | | | ___ I can explain how bone and joint injuries can be treated. | |
| | | | | | | | ___ I can identify the types of muscles found in the body. | |
| | | | | | | | ___ I can explain why skeletal muscles work in pairs. | |
| | | | | | | | ___ I can describe the functions and the structures of skin. | |
| | | | | | | | ___ I can identify habits that can help keep skin healthy. | |
| | | | | | | | ___ I can explain why the body needs food. | |
| | | | | | | | ___ I can describe how the six nutrients needed by the body help carry out essential processes. | |
| | | | | | | | ___ I can explain how the food guide pyramid can help in planning a healthy diet. | |
| | | | | | | | ___ I can list and describe the information that is included on food labels. | |
| | | | | | | | ___ I can describe the functions carried out in the digestive system. | |
| | | | | | | | ___ I can explain the roles of the mouth, esophagus, and stomach in digestion. | |

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| | | | | | | | ___ I can describe the digestive processes that occur in the small intestine and how other digestive organs are involved. | |
| | | | | | | | ___ I can explain the role of the large intestine in digestion. | |
| | | | | | | | ___ I can explain the functions of the cardiovascular system. | |
| | | | | | | | ___ I can describe the structure and function of the heart. | |
| | | | | | | | ___ I can sequence the path taken by blood through the cardiovascular system. | |
| | | | | | | | ___ I can describe the structures and functions of arteries. | |
| | | | | | | | ___ I can describe the structures and functions of veins. | |
| | | | | | | | ___ I can explain what causes blood pressure. | |
| | | | | | | | ___ I can describe the components of blood. | |
| | | | | | | | ___ I can explain what determines the type of blood that a person can receive in a transfusion. | |
| | | | | | | | ___ I can name the structures and functions of the lymphatic system. | |
| | | | | | | | ___ I can identify some diseases of the cardiovascular system. | |
| | | | | | | | ___ I can describe behaviors that can help maintain cardiovascular health. | |
| | | | | | | | ___ I can describe the functions of the respiratory system. | |
| | | | | | | | ___ I can identify the structures that air passes through as it travels to the lungs. | |
| | | | | | | | ___ I can describe what happens during gas exchange and breathing. | |
| | | | | | | | ___ I can identify the harmful chemicals contained in tobacco smoke. | |
| | | | | | | | ___ I can explain how tobacco smoke affects a person's health over time. | |
| | | | | | | | ___ I can identify the structures and functions of the excretory system. | |
| | | | | | | | ___ I can state how the kidneys filter wastes from the blood. | |
| | | | | | | | ___ I can explain how excretion contributes to homeostasis. | |
| | | | | | | | ___ I can identify the functions of the nervous system. | |

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| | | | | | | | ___ I can describe the structure of a neuron and the kinds of neurons found in the body. | |
| | | | | | | | ___ Student will explain how nerve impulses travel from one neuron to another. | |
| | | | | | | | ___ I can describe how your eyes enable you to see. | |
| | | | | | | | ___ I can describe how you hear and maintain your sense of balance. | |
| | | | | | | | ___ I can explain how your senses of smell and taste work together. | |
| | | | | | | | ___ I can explain how your skin is related to your sense of touch. | |
| | | | | | | | ___ I can describe how the endocrine systems controls body processes. | |
| | | | | | | | ___ I can identify the endocrine glands. | |
| | | | | | | | ___ I can explain how negative feedback controls hormone levels. | |
| | | | | | | | ___ I can list characteristics of viruses and state reasons why viruses are considered to be nonliving. | |
| | | | | | | | ___ I can describe the components of the basic structure of a virus. | |
| | | | | | | | ___ I can explain how both active and hidden viruses multiply. | |
| | | | | | | | ___ I can discuss both positive and negative ways that viruses affect living things. | |
| | | | | | | | ___ I can name and describe structures, shapes, and sizes of a bacterial cell. | |
| | | | | | | | ___ I can compare autotrophs to heterotrophs, and explain how energy is released through respiration. | |
| | | | | | | | ___ I can contrast asexual and sexual methods of bacterial reproduction. | |
| | | | | | | | ___ I can explain roles of bacteria in the production of oxygen and food, in environmental recycling and cleanup, and in health and medicine. | |
| | | | | | | | ___ I can list four ways that infectious diseases spread. | |
| | | | | | | | ___ I can describe treatments available for bacterial and viral diseases. | |
| | | | | | | | ___ I can describe how to protect themselves against infectious diseases. | |